

P-16 COUNCIL PROGRESS REPORT

Agenda Item G
February 4, 2001

During its first year, the State P-16 Council implemented a three-part agenda. It supported efforts to improve teacher preparation and development, align P-12 and postsecondary curriculum and standards (especially for math and literacy), and increase the college-going rate of Kentuckians. Many of the efforts of the P-16 Council were reported to the Council on Postsecondary Education at its November meeting and are included in the following document. P-16 Council efforts are reported to the Kentucky Board of Education at each of its meetings. In addition, the Kentucky Board of Education and the Council on Postsecondary Education took a number of other actions to advance the P-16 agenda in Kentucky. They are highlighted here.

Kentucky Board of Education

This past year, the Kentucky Board of Education and the Kentucky Department of Education observed the 10th anniversary of education reform, reporting that all demographic groups of public school students are achieving at higher levels now and are performing better compared to their peers nationwide than ever before. The report also emphasized that we remain far from our goal of teaching all children to high levels. All efforts are now directed toward accelerating improvements in learning for every student in every school.

The board successfully completed the transition from the old statewide testing system to the new Commonwealth Accountability Testing System (CATS), identifying 624 high-achieving schools for rewards. The 49 lowest-achieving schools received scholastic audits from trained teams of active and retired teachers and administrators, parents, and university educators. The scholastic audit teams use the *Standards and Indicators for School Improvement* to examine virtually everything in the school that affects student learning and to make specific recommendations for improvement.

The board passed a regulation effective January 18 for the new School Report Card, which was piloted for the first time last winter. Every public school in Kentucky now provides its parents and community with important information about school quality and school improvement. This should serve to stimulate important conversations between schools and their communities. Over time, the report card will illustrate each school's CATS performance trend.

The state accountability system sets the ambitious but achievable goal that all schools will reach proficiency by 2014. Commissioner Gene Wilhoit, selected by the board in October after a national search, is focusing all of the department's work on the single goal of "Getting to Proficiency."

The board is developing a strategic plan focusing on these elements: high student performance; the highest quality teaching and administration in every school; and a strong, supportive environment for each school and every child.

The board and the department have identified three priorities: 1) closing the minority student achievement gap, so that every student, regardless of race, gender, geography, family income, or diverse learning need, is achieving at high levels; 2) improving literacy, so that every child leaves primary grades reading at or above grade level; and 3) reducing dropout rates, so that every student is connected in productive ways and has an opportunity to succeed in the school community.

Six school districts have volunteered to participate in a pilot program to close the minority student achievement gap. These districts will try strategies developed by the statewide Minority Student Achievement Task Force, which began meeting last March to develop specific recommendations for closing the gap. They will compare efforts and results in a virtual environment set up within the Kentucky Virtual High School program.

In October, the department began enactment of 702 KAR 1:150 (Employment of Retired Teachers in Critical Shortage Areas) and began disbursal of the Teachers' Professional Growth Fund (as part of Senate Bill 77) to address teacher quality. The board also gave special attention to the Southern Regional Education Board's High Schools That Work Program and noted its success in preparing students for postsecondary education.

The board approved a statement advocating the development of articulation agreements between secondary and postsecondary systems in Kentucky at its December meeting. (See CPE Agenda Item E-2.) It discussed the department's dropout prevention plan ("Persistence to Graduation") and directed department staff to focus attention on improving reading at all grade levels by adding a literacy component to the plan. The board also approved the intent to amend 704 KAR 7:130 (Minority Teacher Recruitment), regarding data collection to improve the recruitment, hiring, and retention of minority educators.

Council on Postsecondary Education

At its September meeting, the Council on Postsecondary Education approved Northern Kentucky University to administer the first phase of the Early Mathematics Testing Program. It continues to work with NKU to assess various mathematics diagnostic examinations and to develop a Web-based test that tells high school sophomores and juniors what they need to learn for college. The council aims to reduce the need for remedial education in other areas.

In October and November, the council sponsored several conferences and workshops to address the P-16 agenda. October 12 and 13, Eastern Kentucky University hosted a meeting of deans of arts and sciences and of education to discuss the responsibility of the university as a whole for preparing P-12 teachers. Dr. Michael Baer of the American Council on Education and Dr. Daniel Fallon of the Carnegie Corporation were keynote speakers. Before this meeting, the chief academic officers of

Kentucky's public and independent colleges and universities met jointly to develop a statewide approach to improve teacher education (see CPE Agenda Item D-1). The council sponsored a workshop November 6 to support a statewide strategy to improve and expand engineering education. The workshop focused, in part, on the development of cooperative programs among elementary, secondary, and postsecondary institutions to prepare more students for engineering careers. The workshop gave special attention to programs increasing the number of women and minorities entering engineering.

At its November meeting, the council approved a joint proposal from Eastern Kentucky University and Murray State University to administer the Center for Middle School Academic Achievement. The center will improve the subject knowledge and instructional practices of middle-school teachers by coordinating professional development programs, providing technical assistance, and disseminating information and research on effective teaching models. The council also awarded \$742,409 in federal Dwight D. Eisenhower grants to support 14 projects providing professional development opportunities for K-12 teachers in mathematics and the sciences. Following the council meeting, the presidents of the public universities met with members of the Prichard Committee for Academic Excellence and P-16 Council members to improve the high school senior year experience as a bridge to college. Dr. Janis Somerville of the National Association of System Heads moderated the discussion. Morehead State University, which hosted each of these meetings, also co-hosted the council's two-day conference on retention. Postsecondary faculty, administrators, and representatives from KDE shared information on programs to help students succeed in postsecondary education.

The Coming Year

The P-16 Council is focused on two major policy initiatives for the coming year. These were developed in discussions facilitated by representatives from The Education Trust, a national leader in P-16 initiatives. First, the P-16 Council will focus on developing new local P-16 councils throughout the state and supporting the work of current P-16 councils and partnerships.

Second, the council is reviewing the pre-college curriculum and high school graduation requirements. The P-16 Council is considering these questions.

- Should Kentucky have a pre-college curriculum or should the same rigorous curriculum be required of all students to prepare them for postsecondary success?
- What would be required to implement one rigorous curriculum to prepare all Kentuckians for postsecondary education (demands on teachers, increased use of distance learning, higher costs, and need for facilities)?

Staff Preparation by Lois Adams-Rodgers and Dianne M. Bazell

P-16 COUNCIL YEAR IN REVIEW

**Agenda Item F-7
November 13, 2000**

During its first year, the P-16 Council implemented a three-part agenda to improve education from pre-kindergarten through the baccalaureate. It supported efforts to improve teacher preparation and professional development, align P-12 and postsecondary curriculum and competency standards, and increase the college-going rate of Kentuckians.

Teacher Quality

- The Kentucky Department of Education created teacher academies in mathematics, science, and social studies.
- The Kentucky Virtual University extended access to Kentucky Department of Education mathematics and science teacher academies with Eisenhower Higher Education Grant Program funding.
- Eastern Kentucky University and the Council on Postsecondary Education co-sponsored a statewide symposium for arts and sciences and education deans to encourage institutions to make teacher education a college-wide responsibility.

Alignment

- Statewide teams of P-12 and postsecondary educators were created to reduce the high rate of postsecondary remediation in English and mathematics. Chaired by Peggy Bertelsman and Lydia Carol Gabbard, respectively, these Literacy and Mathematics Alignment Teams are setting standards for college-readiness in writing and mathematics and suggesting curricular modifications to lower the need for college remediation. The teams are seeking advice from focus groups of employers and parents organized by the Prichard Committee as well as other educators from across the state.
- Northern Kentucky University and the Council are administering a statewide high school diagnostic test in mathematics. The Kentucky Early Mathematics Testing Program was enacted in the 2000 General Assembly.
- The Kentucky Virtual High School was created to offer pre-college students greater access to challenging courses not available in their local high schools.
- A statewide conference was held to allow postsecondary institutions to share practices that help incoming undergraduates in need of developmental education stay in school and graduate.

College-Going

- The Council on Postsecondary Education and Kentucky Department of Education staff worked with school systems, the Kentucky Higher Education Assistance Authority, and postsecondary institutions to develop a successful \$20 million federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant to prepare economically disadvantaged middle and high school students for college.
- The Council on Postsecondary Education is launching a statewide public communications campaign to increase college-going rates targeted at P-12 students, their parents, and adults needing to upgrade their education.
- The Council on Postsecondary Education and Kentucky Department of Education began planning a summer institute to provide professional development for school guidance counselors to support their role as college coaches.

Other Initiatives

- The Teacher Data System Improvement Project, led by the KDE, with participation from the Council on Postsecondary Education and the Education Professional Standards Board, initially focused on tracking the preparation and placement of teachers. Databases of the three agencies will be connected to the greatest extent possible.
- Throughout its first year, the P-16 Council examined exemplary local P-16 initiatives involving one or more public universities, private colleges, schools, and private organizations. The P-16 Council asked the Council on Postsecondary Education to identify effective local collaborative initiatives and lay the groundwork for local P-16 councils.
- Finally, the P-16 Council kept itself abreast of similar efforts throughout the nation. It sought policy advice from The Education Trust, a Washington-based organization that works with policymakers, parents, educators, and community and business leaders to improve schools and colleges.

Future Work

- This year, the P-16 Council is focused on the development of local P-16 councils throughout the state. It also is studying the changes necessary to implement a curriculum that will prepare high school students for postsecondary education. It has enlisted a consultant from the National Association of System Heads and The Education Trust to assist in its work and to link Kentucky's effort to the national P-16 agenda.

Staff Preparation by Dianne M. Bazell

P-16 COUNCIL YEAR IN REVIEW

**Agenda Item F-7
November 13, 2000**

During its first year, the P-16 Council implemented a three-part agenda to improve education from pre-kindergarten through the baccalaureate. It supported efforts to improve teacher preparation and professional development, align P-12 and postsecondary curriculum and competency standards, and increase the college-going rate of Kentuckians.

Teacher Quality

- The Kentucky Department of Education created teacher academies in mathematics, science, and social studies.
- The Kentucky Virtual University extended access to Kentucky Department of Education mathematics and science teacher academies with Eisenhower Higher Education Grant Program funding.
- Eastern Kentucky University and the Council on Postsecondary Education co-sponsored a statewide symposium for arts and sciences and education deans to encourage institutions to make teacher education a college-wide responsibility.

Alignment

- Statewide teams of P-12 and postsecondary educators were created to reduce the high rate of postsecondary remediation in English and mathematics. Chaired by Peggy Bertelsman and Lydia Carol Gabbard, respectively, these Literacy and Mathematics Alignment Teams are setting standards for college-readiness in writing and mathematics and suggesting curricular modifications to lower the need for college remediation. The teams are seeking advice from focus groups of employers and parents organized by the Prichard Committee as well as other educators from across the state.
- Northern Kentucky University and the Council are administering a statewide high school diagnostic test in mathematics. The Kentucky Early Mathematics Testing Program was enacted in the 2000 General Assembly.
- The Kentucky Virtual High School was created to offer pre-college students greater access to challenging courses not available in their local high schools.
- A statewide conference was held to allow postsecondary institutions to share practices that help incoming undergraduates in need of developmental education stay in school and graduate.

College-Going

- The Council on Postsecondary Education and Kentucky Department of Education staff worked with school systems, the Kentucky Higher Education Assistance Authority, and postsecondary institutions to develop a successful \$20 million federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant to prepare economically disadvantaged middle and high school students for college.
- The Council on Postsecondary Education is launching a statewide public communications campaign to increase college-going rates targeted at P-12 students, their parents, and adults needing to upgrade their education.
- The Council on Postsecondary Education and Kentucky Department of Education began planning a summer institute to provide professional development for school guidance counselors to support their role as college coaches.

Other Initiatives

- The Teacher Data System Improvement Project, led by the KDE, with participation from the Council on Postsecondary Education and the Education Professional Standards Board, initially focused on tracking the preparation and placement of teachers. Databases of the three agencies will be connected to the greatest extent possible.
- Throughout its first year, the P-16 Council examined exemplary local P-16 initiatives involving one or more public universities, private colleges, schools, and private organizations. The P-16 Council asked the Council on Postsecondary Education to identify effective local collaborative initiatives and lay the groundwork for local P-16 councils.
- Finally, the P-16 Council kept itself abreast of similar efforts throughout the nation. It sought policy advice from The Education Trust, a Washington-based organization that works with policymakers, parents, educators, and community and business leaders to improve schools and colleges.

Future Work

- This year, the P-16 Council is focused on the development of local P-16 councils throughout the state. It also is studying the changes necessary to implement a curriculum that will prepare high school students for postsecondary education. It has enlisted a consultant from the National Association of System Heads and The Education Trust to assist in its work and to link Kentucky's effort to the national P-16 agenda.

Staff Preparation by Dianne M. Bazell